

The General Assembly of Virginia passed a county library law in 1924 and one county library has been established. As a stimulus to more rapid development of county libraries the Commission recommended that beginning with the biennium 1928-30 the sum of \$50,000 be apportioned from the educational fund to be expended under the direction of the board of education for the purchase of libraries in the rural districts if and when such libraries are established and their maintenance assured by the several counties.

SORBONNE COURSES

The 1930 French Summer Courses at the Sorbonne have now authorized the admission of American teachers whose school duties in June prevent their arriving in Paris for the opening of the Courses on June twenty-ninth. Such teachers will receive every possible assistance. Their credits, which are evaluated for transfer to other universities and colleges, will be in no way affected; they will be eligible for the final examination leading to the diploma. This favorable decision applies to persons registering for either graduate or undergraduate work. Full details may be had by addressing inquiries to M. L. Boss, 717 South Beech Street, Syracuse, New York.

THE READING TABLE

TRAINING SECONDARY-SCHOOL TEACHERS: A Manual of Observation and Participation. By Alonzo F. Myers and Floyd E. Harshman. New York: American Book Co. 1929. Pp. 245. \$1.50.

This manual should undoubtedly give superior results as a guide in observation and participation for preparation towards high school teaching. Provision is made for a study and an evaluation of all the bigger problems which the high school teacher will meet, from the problem of getting acquainted with the school itself—furnishings, equipment, lighting, ventilation, etc.—to those of management, types of teaching, directed study, and the like.

The organization is excellent—of the unit type—and the manual itself of a size that is easily handled and that will accommodate extra sheets if needed. The references listed are largely of recent date and give the newest as well as the best in secondary practice. It commends itself

to the instructor who would put something tangible into the hands of the students. B. J. L.

THE TEACHING UNIT—A TYPE STUDY. By Douglas Waples and Charles A. Stone. New York: D. Appleton and Co. 1929. Pp. 205. \$2.00.

This is a welcome contribution to the unit plan, of which type of text there are, as yet, too few. It restricts itself to the methods of learning and teaching a specific unit in junior high school mathematics. These methods are based upon scientific investigations, and the procedure here developed may be applied to other subject matter as well. One item of outstanding value presented is the analysis and interpretation of pupil difficulties in securing mastery of the unit, which should prove enlightening to that teacher who has been unable to find a solution for this particular problem. This study is followed by the development of techniques to care for such situations; these should be equally valuable. It is a book that will be eagerly received by the development of techniques to care for such situations; these should be equally valuable. It is a book that will be eagerly received by those who are interested in the unit plan of organization. B. J. L.

THE JUNIOR HIGH SCHOOL TEACHER. By A. Laura McGregor. Garden City, New York: Doubleday Doran and Co. 1929. Pp. 284. \$2.00.

Miss McGregor speaks from first-hand knowledge and her book, therefore, is a valuable addition to the literature in this field—this newest of our public school movements. Because of its significance in American education, prospective teachers should become acquainted with both the underlying and guiding principles of junior high-school teaching. From no other source can they derive better understanding than from the worker in the field. Miss McGregor carries her reader from the desirable school setting, through the duties of the teacher both in the school and the community, to the compensation found in the work; and, in so doing, lays down those principles necessary to the orientation of the teacher, as well as the pupil, relative to this movement. B. J. L.

STORIES OF HEALTH AND HAPPINESS. By Elizabeth Blaine Jenkins, with the co-operation of Dr. C. E. A. Winslow. New York: Charles E. Merrill Co. 1929. Pp. 163.

A book of ten charming little stories, delightfully told and illustrated, each with a basic principle of health, whose lesson will be doubly learned because of the element of adventure which it accompanies. It is of third-grade level in vocabulary and should afford keenest enjoyment as well as valuable instruction. B. J. L.

THE WAYSIDE INN FOR BIRDS. By John Lawrence Martin. New York: D. C. Heath and Co. 1929. Pp. 196. 88 cents.

What boy or girl who loves the things of nature would not be interested in this delightful supplementary reader for upper grades? The fact that they are really true stories and out of the experience of one who was at the time a shut-in—and who, therefore, must needs invite the birds to come to him—gives to them added interest and attractiveness. In them live the joys and

sorrows, the fun and the tantrums, the tragedies and comedies that visit our feathered friends, as well as ourselves; also, we find the thief and the robber, as well as the gentleman and the worker among them. Many of the illustrations are photographs made by the author. It is a book to be recommended to teachers who are looking for "something different."

B. J. L.

DO YOU WANT TO TEACH? By Earl W. Anderson and J. L. Morrill. Columbus, O.: The Ohio State University. 1929. Pp. 19.

As to whether or not one should enter the field, this pamphlet offers a real and worth while challenge to the prospective public school teacher. It clearly points out the fact that teaching is not an easy job, nor one to be lightly undertaken; only those, therefore, who are vitally interested should consider it. It defines those knowledges, activities, and traits which are expected of the teacher and explains why many fail to secure positions. Suggestions for the latter problem are offered by showing opportunities in the profession and giving combinations of subjects called for.

B. J. L.

PERSONAL TRAITS AND SUCCESS IN TEACHING. By Elizabeth Hunt Morris. New York: Bureau of Publications, Teachers College, Columbia University. 1929. Pp. 75. \$1.50.

More and more educators are trying to find what factors are necessary for success in teaching. This book describes a piece of research undertaken in an effort to collect data which might help to answer the questions: "Which persons should become teachers?" and "How may they be selected?" In choosing successful people for the teaching profession the results of this study bring out the importance of considering a number of measurable traits, not as isolated factors in an algebraic sum, but as complex interrelated factors which make up the *whole personality*. The Trait Index, developed in this study to be used with intelligence tests, seems to furnish a more nearly scientific measure of teachers than do rating scales. Superintendents, principals, and supervisors would do well to familiarize themselves with Miss Morris' study.

L. E. J.

STUDY AND PERSONALITY. By Richard L. Sandwick. New York: D. C. Heath and Company. 1929. Pp. 228.

As is suggested in the Foreword, the author attempts two things in this book: an analysis of the technique of study, and a description of the development of personality. The study process is developed in a clear-cut, logical way, beginning with the purpose and value of study, and gradually leading up to creative thinking through a number of well organized chapters built around principles of study practically applied. The chapter, "Acquiring a Personality," will at least make one realize that he is himself responsible in a large measure for the personality he possesses. The book is written in a simple, non-technical style, and may be used with profit by high school students and college freshmen alike.

L. E. J.

EDUCATIONAL PSYCHOLOGY. By Rudolf Pintner. New York: Henry Holt and Company. 1929. Pp. 378. \$2.50.

This book is written in a simple non-technical style. It is intended as an introductory text for students just beginning a study of educational psychology. In his treatment of the subject the author has very fittingly combined the element of measurement with certain psychological topics of value to teachers, for the learning process cannot be correctly studied without some measures of attainment being taken into consideration. The various chapters are amply illustrated by means of tables, graphs, charts, and other figures as well as photos. A very few well-selected readings appear at the close of each chapter, along with summaries and true-false statements which may be helpful for review purposes. A general bibliography occurs at the end of the book.

L. E. J.

AN INTRODUCTION TO EDUCATIONAL SOCIOLOGY. By Walter Robinson Smith. New York: Houghton Mifflin Company. 1929. Pp. 456.

Recognizing the growing interest in a sociology of education, the author has worked over and added to his original text and has succeeded in bringing to it many of the newer concepts of sociology in their relation to education.

The book is divided into two parts, part one being a discussion of the sociological foundations of a study of the fundamental sociological principles, and part two applying these principles to educational problems. Dr. Smith never strays far from the educational point of view even in the early discussions of sociological foundations and the applications to education are simply and clearly made.

C. P. S.

OBSERVATION AND STUDY MANUAL. A Notebook and Guide for Students in Training Schools for Teachers. By Carl G. F. Franzen and A. T. Stanforth. Columbus, Ohio: The School Specialty Press, Inc. 1929. Pp. 128.

This is a manual for the use of students who are doing observation work in connection with their preparation for teaching. It is made up of twenty-four units for observation; additional pages are provided in the back of the manual for other units. Each unit is divided into three parts: Introductory Study, Observation Record, and Problems. Under the introductory study there is a very well chosen bibliography of from two to five books relating to the problem to be observed. The units while not original are treated in a scientific manner and accompanied by very significant questions.

C. P. S.

THE PSYCHOLOGY OF ELEMENTARY SCHOOL SUBJECTS. By S. C. Garrison and K. C. Garrison. Richmond: Johnson Publishing Co. 1929. Pp. 569. \$2.00.

This book is a valuable contribution to educational psychology. While the greater portion is concerned with the application of psychological principles to the learning of the elementary school subjects, a careful analysis is made of two major problems of educational psychology: individual differences and learning. Several of the important angles of individual differences are discussed,

such as the cause of individual differences and the measurement of individual differences. The primary principles of learning, special abilities and disabilities in learning, and how learning may best be motivated are considered before the learning of the school subjects is attempted.

This book reflects years of painstaking research. It is thoroughly up-to-date, interesting, and readable. The application of the major principles of psychology to teaching is accomplished here with unusual skill. Teachers and students of elementary education who are desirous of increasing the effectiveness of their work will find in this volume a fund of well-tested information.

W. B. V.

HOW THE WORLD IS HOUSED. By Frank G. Carpenter. New York: American Book Company. 1930. Pp. 382.

Vicarious travels for the children of upper grades, wherein they see how man in all parts of the world builds his home. Children become acquainted with different types of homes, from the tent of the nomad to the skyscraper of New York; with materials used, tracing them from their sources through various stages of manufacture; with equipment and furnishings. Mr. Carpenter introduces them to primitive man; also to ancient man, through relics and ruins left behind. He has, as well, furnished illustrations and maps which intensify interest. The book is recommended for both interest and instructional value.

B. J. L.

THE WAYS WE TRAVEL. By Frances Carpenter. New York: The American Book Company. 1929. Pp. 298.

A geographical reader organized on the unit plan. Good balance between the old and the new in transportation and communication; the last unit is on the radio! An abundance of illustrations, suggestions for pupil activity, and a booklet of check tests add to the value of the book.

MOTION PICTURES IN THE CLASSROOM. By Ben D. Wood and Frank N. Freeman. Boston. Houghton Mifflin Company. 1929. Pp. 392.

An account of the Eastman Kodak Company's carefully controlled experiment to measure the value of motion pictures as a supplement to regular classroom instruction. The Appendix contains suggestive study outlines and tests for the units of instructions used in the experiment.

CORRECTIVE ARITHMETIC. By Worth J. Osburn. Boston: Houghton Mifflin Company. 1929. Pp. 279. \$1.80.

This, the second of a two-volume series on methods in arithmetic, is the practical kind of material which classroom teachers really use. Especially significant just now when the new Yearbook of the National Society for the study of Education is on arithmetic.

THE MUSIC HOUR: ELEMENTARY TEACHERS BOOK. By Osbourne McConathy, W. Otto Meissner, Edward Bailey Birge, and Mabel E. Bray. Silver, Burdett and Company. 1929.

The teacher's book to accompany the first and second books of the *Music Hour series*. In addition to duplicating the material from the children's texts the book contains a discussion of method in music, detailed monthly outlines, type lessons, and

suggestions for correlating music with other subjects.

LABORATORY MANUAL FOR BEGINNING CHEMISTRY. By Gustav L. Fletcher, Herbert O. Smith and Benjamin Harrow. New York: American Book Company. 1929. Pp. 187.

Here is a manual fitted well for high school and secondary school use. A great number of the experiments contained in this manual could well be used in first-year college chemistry, more especially in the laboratory classes of the sections containing students who have had no chemistry in high school.

Although the book was written to accompany a certain text, it is so general that it will fit also any standard textbook in general chemistry written for the beginner.

There are several features embodied in this manual that make great appeal to the reviewer. First of all, with very few exceptions, the experiments listed can be performed with ordinary chemical apparatus. In other words, the book was written to suit the apparatus that one finds in any modest general chemistry laboratory, and was not modeled after the apparatus contained in any special laboratory with which the authors were familiar. In the back of the book, the apparatus and materials for each experiment are listed. This is of great aid to the instructor in selecting those experiments best suited to the equipment at hand, and aids the laboratory assistant in preparing the reagents, apparatus, etc., to be used. The book is of loose-leaf construction, and all instructions, questions, drawings, etc., are contained on these pages, which can be detached and handed in after the laboratory period. Too, the majority of the seventy-six experiments listed are on one page.

This manual should make a great and deserved appeal to many teachers of students taking chemistry for the first time.

H. G. P.

PETTIBONE'S TEXTBOOK OF PHYSIOLOGICAL CHEMISTRY. With Experiments. Revised and rewritten by J. F. McClendon. St. Louis: The C. V. Mosby Company. 1929. Pp. 358. \$3.75.

The reviewer likes the plan of this book in having the first chapter deal with physical chemistry in its relations to physiological chemistry. Such material is essential for students who have not had physical chemistry, and for those who have, it constitutes a concise review of essentials.

In addition to 245 pages of descriptive and theoretical matter, the book contains 100 pages of directions for laboratory experiments, together with directions for making up special reagents (4 p.) and a list of classified references.

Both the mechanical make-up of the book and the illustrations are good. Most important of all, the treatment is modern, and written in a clear, attractive style.

F. C. M.

DRAWING IN LEAD PENCIL. By Frank M. Rines. Pelham, N. Y.: Bridgman Publishers. 1929. 63 pp. \$2.50.

Before one has turned half a dozen pages of Rines' book, one is eager to get pencils and paper and try out a hand. His brief instructions on lead pencil drawing are as concise and sparkling as his sketches. A most helpful book to the student.

G. M. P.

My Book—Books one to five. By Marjorie Hardy. Chicago: Wheeler Publishing Co.
 Book One—for use with *The Little Book*. Pp. 32. 12 cents.
 Book Two—for use with *Wag and Puff*. Pp. 80. 24 cents.
 Book Three—for use with *Surprise Stories*. Pp. 48. 16 cents.
 Book Four—for use with *New Stories*. Pp. 48. 16 cents.
 Book Five—for use with *Best Stories*. Pp. 64. 20 cents.

As suggested in the titles, these books are to be used in connection with readers. They consist of a number of checks, in the form of *directions*, *completions*, *matching* and *true-false* tests, by which it may be ascertained readily whether or not the child understands what he reads.

EDUCATIONAL BIOLOGY. By John C. Johnson. New York: The Macmillan Co. 1929. Pp. 360.

Intended as a textbook in biology, this volume is a real contribution to both biology and education. It is study of biology from the educational point of view.

Professor Johnson deals with such topics as the basic laws of biology, biological adaptation, selection, eugenics, etc., with their educational application. Valuable not only in biological studies, but in such courses as educational psychology, child psychology, and principles of education. A unique and welcome book. W. B. V.

EDUCATION IN A DEMOCRATIC WORLD. By Ernest D. Burton. Chicago: University of Chicago Press. 1927. Pp. 165. \$2.00.

Addresses delivered by a former president of the University of Chicago. Among the topics discussed are education in a democratic world, student habits, the obligations of the educated, the ideals of a university, the business of a college, education in religion, business and scholarship. This book will find a welcome with all those interested in higher education in a democratic society. The book reflects the personality of a truly great man. It is scholarly, inspiring, and informing. W. B. V.

COLLEGE NEWS

The honor roll for the fall quarter as announced follows:

Seniors

Edythe B. Monahan, Blackstone, Va.
 Annie Preston Starling, Leakesville, N. C.
 Gertrude E. Bazzle, Vienna, Va.
 Mary T. E. Crane, Parkersburg, W. Va.
 *Mary Irene Garrison, Harrisonburg, Va.
 *Elizabeth Lee Kaminsky, Norfolk, Va.
 Elizabeth Larned Knight, Westfield, N. J.,

*These students received the highest possible grade (A) in each class.

*Sallie Bronner Leach, Somerset, Va.
 Phyllis Peyton Palmer, Greenville, Va.
 Mina Graves Thomas, Richmond, Va.
 Mary Brown Allgood, Petersburg, Va.
 Maude Forbes, Washington, D. C.
 Margaret E. Ford, Alexandria, Va.

Juniors

Carrie Louise Dickerson, South Boston, Va.
 *Anne R. Trott, Fort Defiance, Va.
 Mrs. Mary H. Woodward, Harrisonburg, Va.

Rebecca Beverage, Monterey, Va.
 Annie Mae Brown, Winfall, Va.
 *Jane E. Campbell, Old Church, Va.
 Sadie S. Finkelstein, Winchester, Va.
 Elizabeth Anne Kagey, Mt. Jackson, Va.
 Gertrude V. Rust, Flint Hill, Va.

Sophomores

Garnet L. Hamrick, Winchester, Va.
 *Gladys Gertrude Charlton, Norfolk, Va.
 Lelia Rose Kearney, West Haven, Conn.
 Marjorie Lavinia Poole, Norfolk, Va.
 Julia Lois Duke, Harrisonburg, Va.
 Catherine L. Markham, Portsmouth, Va.
 Katherine Pochontas Smith, Charlottesville, Va.

Freshmen

Sydney Aldhizer, Broadway, Va.
 Mary Katherine Lee, Richmond, Va.
 Dorothy Alice Martin, Norfolk, Va.
 ..Varsity basketball has been attracting much attention since the Christmas holidays. Playing the girls' team from Bridgewater College at the beginning of the season, the locals accumulated a score of 64 to 4. The second game, on February 8, was played at Slippery Rock, Pennsylvania, against the State Teachers College there—a team undefeated for four years on their home floor. Although it was a difficult fight, brilliant team work and clever floor maneuvers brought a victory of 37 to 25 to Harrisonburg—in the last half. Playing on the team were Esther Smith and Anna Lyons Sullivan, forwards; Elsie Quisenberry and Frances Ralston, centers; Mary